Rhode Island
Striving Readers Comprehensive Literacy Program

Priority 1: Improving Learning Outcomes

To meet the requirements under 34 CFR 75.105(c)(3) Rhode Island proposes a rigorous plan to improve the learning outcomes of students. As the understanding of literacy development evolves through research and practice, the Rhode Island Department of Education (RIDE) is committed to supporting all of its students. This dedication to educational excellence and effectiveness is demonstrated through the recent adoption of the *2010 Common Core State Standards*, the revision of Rhode Island's Basic Education Program Regulations (2009), the revision of standards for early childhood programs (2010), and the development of RIDE's Strategic Plan, *Transforming Education in Rhode Island*. RI's Race to the Top initiative is investing its resources in systems that support student success. RI has a commitment to provide students with highly effective teachers and innovative programs and supports. For schools to close the literacy achievement gaps, RI will develop curriculum aligned with the Common Core State Standards for English Language Arts & Literacy in the History/Social Studies, Science, and Technical Subjects intended for LEAs to use as a model during their own developmental process. RI is currently developing an Instructional Management System (IMS) which will provide educators with information to support timely data collection in order to make instructional decisions thus increasing the literacy achievement of all students. Currently under development within the IMS are formative and interim assessments to be used as part of a comprehensive assessment system and the collection of educator evaluation data to assist educators in determining professional development needs.

Currently in draft form, Rhode Island's Comprehensive Literacy Plan (RICLP) supports the literacy development of all students, birth through grade 12. It articulates components of

effective literacy instruction across the age and grade span. Effective professional development is a cornerstone of RICLP, as is the importance of a language- and text-rich learning environment that engages and motivates students and supports reading, writing, listening, and speaking across content areas. The plan provides guidance on the selection and use of evidence-based reading and writing instructional materials and curriculum. Materials and curriculum must be aligned to State standards, incorporate the components of effective literacy instruction and incorporate technology and Universal Design for Learning (UDL), as appropriate. Guidance is also provided on the selection and use of evidence-based targeted interventions for students who have mastered material ahead of peers as well as those that are struggling. Last, the plan includes a comprehensive and coherent system of assessments that include valid and reliable screenings/strategies, and diagnostic and progress monitoring.

Priority 2: Enabling More Data Based Decision Making

The RICLP addresses the systematic use of data to inform instruction, interventions, professional development, continuous program improvement, and appropriate accommodations to ensure reliability and accuracy. Based on the wealth of data mining Rhode Island is able to harvest and the professional development on using data provided through the RTTT, a clear landscape of the gaps in student achievement is in sight. RI is making progress but greater gains need to be made at a faster pace.

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Selection Criteria

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A (i) State-level Activities

The draft RICLP submitted to the USDOE on February 1, 2011 clearly identifies what is currently in place to support students and where clearer articulation and/or development of guidance is needed to ensure congruence among all Rhode Island literacy initiatives, birth through grade 12. The following are Action Steps to ensure Rhode Island's Comprehensive

Literacy Plan is reflective of all state literacy initiatives within the birth through grade 12 continuum:

- Develop congruency among all current education initiatives (birth through grade 12) within *Rhode Island's Comprehensive Literacy Plan*

- Develop "Standards" or Milestones for children birth through age 3

- Align *Rhode Island Early Learning Standards* with the *2010 Common Core State Standards for English Language Arts*

- Redefine Content Area Literacy to reflect current Common Core State Standards and recent research findings

- Refine literacy supports for English language learners to include current and emerging research from the WIDA consortium and alignment to the enhance WIDA English Language Proficiency Standards

- Expand draft of *Rhode Island's Comprehensive Literacy Plan* to establish connections with the Response to Intervention (RtI) model

- Expand draft of *Rhode Island's Comprehensive Literacy Plan* to include the components and implications for instruction in writing

- Develop a guidance document to provide a framework for districts to evaluate their Comprehensive Assessment System

- Align teacher knowledge and skills needed for effective literacy instruction with *Rhode Island's Professional Teaching Standards* and *Core Competencies for the Early Childhood Workforce* (in development)

- Develop an Instructional Management System to provide educators with information to make instructional decisions which will increase the literacy achievement of all students and support timely data collection.

Rhode Island's Draft Comprehensive Literacy Plan Status Update (Appendix A) provides detailed information about the team's remaining work and includes anticipated completion dates. The completed draft is expected to be adopted by the Rhode Island Board of Regents for Elementary and Secondary Education in winter, 2012. Following formal adoption, RIDE will provide implementation training.

A major priority across all age/range levels in the SRCLP project proposal is teacher professional development. Desimone (2009) argues that there are "core features" of professional development critical for teacher change such as: (1) a focus on subject matter content and how students learn that content, (2) use of "active learning" strategies such as first-hand experiences with materials and new models of teaching, (3) interaction with other teachers as a means to promote learning, (4) significant amount of time for teachers to engage the content and strategies being taught, and (5) alignment with the goals of the teachers, their schools, and their districts with respect to student learning aims. These core features of professional development are the components, or definition, of effective professional development to which all RI's professional development activities will adhere. This definition, along with its component parts, mirrors those of the USDOE.

Table 1 displays the alignment among the additional requirements of the Striving Readers Program put forth in the grant application, the state's Comprehensive Literacy Plan, and the proposed priorities for state-wide activities to be supported by Striving Readers funding.

Table 1. Alignment among SRCLP Requirements, RI Comprehensive Literacy Plan and State-wide Priorities

SRCLP Additional Requirements (Page 11 in application)	Section within Rhode Island CLP	RI SRCLP Priorities for State-Wide Activities
Comprehensive and coherent literacy program for students birth through grade 12	Components of Literacy and Implications for Classroom Instruction Content Area Literacy	Ensure that **ALL** care givers and teachers are prepared to advance children's/students' language and literacy development. Provide on-going professional development in literacy instruction, to practitioners including: • Teachers of reading, special education and English Language Learners • Core content subjects teachers • Instructional providers of children from birth to age 5 • Instructional leaders Provide training to parents of children birth-age 5 **RISRCL Priorities A-F & H**
Use curriculum and instructional materials aligned with state standards		
Provide language- and text-rich environments		
Provide professional development in literacy	Teacher Preparation, Professional Development, & Leadership	
Implement interventions to ensure all students are served appropriately	Supporting All Literacy Learners	Support **ALL** learners by "determining appropriate support and interventions to supplement and intensify the core curriculum to meet the needs of all learners,"[1] including students of limited English proficiency, students at-risk and with disabilities. Provide instructional technology to support children's/students' language and literacy development. Provide extended day/year programs to students in K-12 Provide ½ day enrollment for early childhood programs **RISRCL Priorities B, D, & G**
Use coherent assessment systems	Comprehensive Assessment System	Augment components of Rhode Island's comprehensive assessment system. Provide professional development to support practitioners' use of screening, diagnostic, and progress-monitoring assessment tools. **RISRCL Priorities C & F**
Inform continuous improvement by monitoring programs and outcomes		

A(ii) What have we accomplished and what needs to be done?

The Rhode Island Board of Regents for Elementary and Secondary Education and the

State of Rhode Island are deeply committed to the critical importance of literacy proficiency for

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[1] RI Criteria and Guidance for the Identification of Specific Learning Disabilities, p. 9

ALL students. Over the years several federal and state initiatives, including Reading First, the 2003 High School Regulations and the RI Early Learning Standards Project, have supported the Rhode Island Department of Education's goals for improving students' reading and writing achievement. Data analysis has been the backbone of this work. The following excerpts, tables, and figures from the *Rhode Island's NECAP Reading and Writing Results for Grades 3-8 and 11: October 2010 Test Administration* demonstrate the continued need for support, particularly for those students at risk for educational failure.

Rhode Island has seen steady and moderate gains across grade levels and subject areas since the NECAP assessments were first administered in 2004. Results of the New England Common Assessment Program (NECAP) Reading and Writing assessments, administered October 2010 to students in grades 3-8, and 11 revealed that statewide, 71 percent of Rhode Island students were proficient in reading (up 1 percentage point from the previous administration in October 2009); and 57 % were proficient or above in writing. In general, compared to last year's results, there was a significant increase in reading proficiency rates at the *high school* level. At the *elementary school* level, there were no significant changes in reading in grades 3, 4, or 5. At the *middle school* level there were no significant changes at the aggregated school level (all grades combined) in reading; however, there were significant changes in reading achievement at grades 6, 7, and 8. Specifically, there were 3 and 4 percentage point increases in reading achievement in grades 6 and 8, respectively and a 5 percentage point *decrease* at grade 7 (Tables 2 and 3).

Most students are making progress in reading as they move through higher grade levels. For example, 60% of the 2005 third-graders were proficient or above. Of this same cohort, 74% of students achieved proficiency or above in reading as eighth-graders in the fall of 2010. This same growth can be seen with sixth-graders from 2005. In sixth grade, 58% of students achieved

proficiency or above in reading. As eleventh graders in the fall of 2010, 76% were proficient or above. Of note, however, is the 3 percentage point *decrease* in reading proficiency for this year's grade 7 students (5 percentage point difference compared to last year's grade 7 students). One encouraging indication of improvement at the high school level is that there were statistically significant increases in achievement in grade 11 reading this year compared to last year's grade 11 results (Table 4).

Table 2. NECAP *Reading* statewide grade-level results[2] by achievement level: 2008 to 2010.[3]

Grade	% SBP 2008	% PP 2008	% P 2008	% PwD 2008	*Total % Prof. 2008*	% SBP 2009	% PP 2009	% P 2009	% PwD 2009	*Total % Prof. 2009*	% SBP 2010	% PP 2010	% P 2010	% PwD 2010	*Total % Prof. 2010*	*SE*	Difference in Total % Proficient, 2009-2010
3rd	13	18	51	18	**70**	11	17	55	17	**72**	11	18	57	14	**71**	0.4	**-1**
4th	12	20	48	20	**68**	14	19	49	18	**67**	11	20	48	20	**69**	0.4	**+2**
5th	11	21	53	15	**68**	10	18	54	18	**72**	9	18	50	23	**73**	0.4	**+1**
6th	11	21	55	13	**68**	11	21	53	15	**68**	9	20	54	17	**71**	0.5	**+3**
7th	9	20	56	15	**71**	9	21	55	15	**70**	12	23	51	14	**65**	0.5	**-5**
8th	12	23	51	14	**65**	8	21	51	20	**70**	7	20	50	24	**74**	0.4	**+4**
11th	11	20	51	18	**69**	9	17	50	23	**73**	8	16	48	28	**76**	0.4	**+3**

Key (*see Appendix A for performance level descriptors*)

SBP	= *Substantially Below Proficient*
PP	= *Partially Proficient*
P	= *Proficient*
PwD	= *Proficient* with Distinction
SE	= Standard error (see Appendix B)
🟥	= Statistically significant *decrease* in percent of students proficient or above from 2009 to 2010 NECAP results
🟩	= Statistically significant *increase* in percent of students proficient or above from 2009 to 2010 NECAP results
⬜	= No statistically significant difference from 2009 to 2010 NECAP results

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[2] With the exception of standard errors, all numbers have been rounded to the nearest whole number.

[3] Note: Due to rounding, "*Total % Proficient*" data may not equal the sum of "% P" and "% PwD"

Table 3. NECAP *Writing* statewide grade-level results[4] by achievement level:[5] 2010.

Grade	% SBP	% PP	% P	% PwD	Total % Proficient	SE
ALL	7	36	47	10	**57**	0.3
5th	7	34	43	16	**59**	0.5
8th	8	31	49	12	**61**	0.5
11th	5	44	50	1	**51**	0.5

Key (*see Appendix A for performance level descriptors*)

SBP = *Substantially Below Proficient*
PP = *Partially Proficient*
P = *Proficient*
PwD = *Proficient* with Distinction
SE = Standard error (see Appendix B)

Table 4. NECAP *Reading*:   Percent of students at/above "Proficient" from 2005 to 2010.

	Testing Year: NECAP Reading					
Grade	2005	2006	2007	2008	2009	2010
3	60	65	68	70	72	71
4	60	63	64	68	67	69
5	60	65	66	68	72	73
6	58	64	62	68	68	71
7	56	59	67	71	70	65
8	55	59	61	65	70	74
-	-	-	-	-	-	-
-	-	-	-	-	-	-
11	-	-	61	69	73	76

As previously articulated, 71 percent of Rhode Island students were proficient in reading for the 2010 NECAP test administration. The Rhode Island Department of Education (RIDE) then took a closer look at schools with less than 70 percent of their students proficient in reading. Not surprisingly this list cuts across all grade spans and represents the state's geographic diversity from rural to urban. These schools educate students from a range of socio-economic, cultural, and ethnic backgrounds. Some LEAs, like Burrillville, fall just below the 71%

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[4] With the exception of standard errors, all numbers have been rounded to the nearest whole number.
[5] Note: Due to rounding, "*Total % Proficient*" data may not equal the sum of "% P" and "% PwD"

proficient. Others, like Pawtucket, continue the struggle in all five of their secondary schools and eight of their ten elementary schools. This list serves as the "first-cut" in identifying eligible LEAs and schools for inclusion in the sub-grant competition. The list is included as Appendix B.

Further data analyses at the state-level indicated that the biggest performance gaps continue to be found in reading between students in IEP or LEP programs and students who are not in these programs. The performance gap between students with and without an IEP remained the same from 2009 to 2010 (49 percentage points) and increased 1 percentage point for LEP students over the same time period (Figure 1.)

Figure 1. Student group achievement gaps in *reading* (all grades combined).
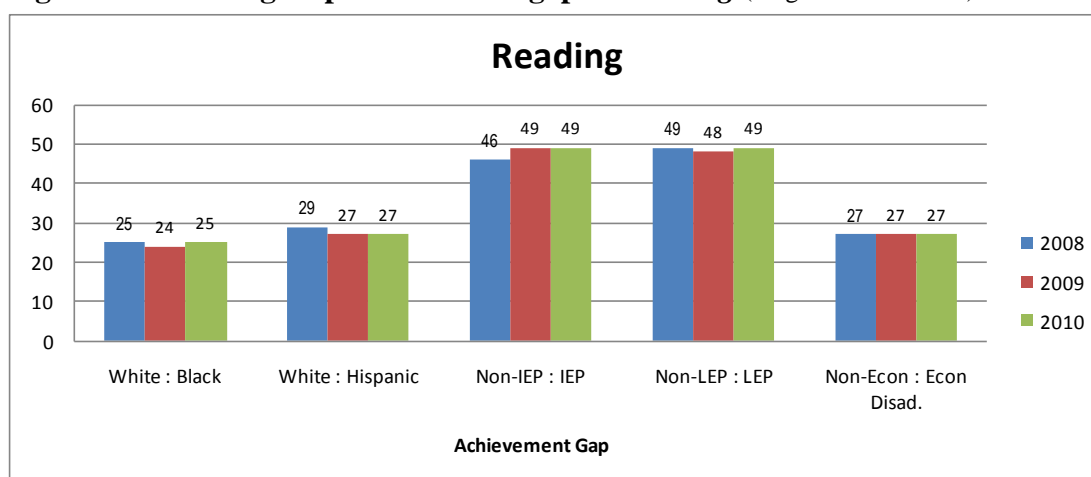
The progress towards closing the gaps between these groups of students are more promising when they are shown by school level (elementary, middle, and high). For example, the closing of the gaps in reading between elementary and high school students with IEPs and their non-IEP peers from 2009 to 2010 is noteworthy at 1-2% (Table 5).

Table 5. *Reading* **Achievement Gap: Students** *without* **IEPs** *vs.* **Students** *with* **IEPs.**

Groups	Elementary					Middle					High				
	2010 N	*2010 % prof.*	SE	2009 Gap	*2010 Gap*	*2010 N*	*2010 % prof.*	SE	2009 Gap	*2010 Gap*	*2010 N*	*2010 % prof.*	SE	2009 Gap	*2010 Gap*
Students w/o IEPs*	27469	78	.25	-	-	25944	77.7	0.3	-	-	9013	83.4	0.4	-	-
Students w/IEPs	4522	29	.67	48.1	49.1	4828	28.0	0.6	50.2	49.7	1630	35.8	1.2	49.3	47.6

Key
* = Group to which Students with IEPs is being compared to determine gap
N = Number of students who took the NECAP reading test in 2010
SE = Standard error (see Appendix B)
■ = Statistically significant *gap* between the two groups in percent of students who scored proficient or above on the NECAP reading test

In Table 6, the achievement gap in reading at the middle school level between monitored LEP students and their native English-speaking peers has been reduced by 18 percentage points from 2009 – 2010. While this is a significant achievement, the gap still represents 20% fewer students being able to read at the proficient level. As the gaps between LEP students and their native English-speaking peers are slowly shrinking, the percentage of LEP students that do not have sufficient literacy skills remains large.

Table 6. *Reading* **Achievement Gap: *Non*-LEP Students** *vs.* **LEP Students.**

Groups	Elementary					Middle					High				
	2010 N	*2010 % prof.*	SE	2009 Gap	*2010 Gap*	*2010 N*	*2010 % prof.*	SE	2009 Gap	*2010 Gap*	*2010 N*	*2010 % prof.*	SE	2009 Gap	*2010 Gap*
Non-LEP Students*	30134	73	.25	-	-	29947	71.4	0.3	-	-	10372	77.6	0.4	-	-
LEP Students	1857	28	1.05	45.7	44.8	825	17.2	1.3	52.7	54.2	271	19.6	2.4	63.6	58.0
Monitored	474	62	2.23	13.1	11.5	202	50.5	3.5	39.1	20.9	58	55.2	6.5	23.2	22.4

Key
* = Group to which LEP and Monitored Students are being compared to determine gap
N = Number of students who took the NECAP mathematics test in 2010
SE = Standard error (see Appendix B)
■ = Statistically significant *gap* between *Non*-LEP students and comparison group in percent of students who scored proficient or above on the NECAP reading test

The change in gaps between students of different economic backgrounds is encouraging. The closing of the gaps between elementary and high school students from 2009 to 2010 is meaningful at 1-2%. The gap at the middle school level remains largely unchanged.

Table 7. *Reading* Achievement Gap: *Non*-Econ. Disadvantaged *vs.* Econ. Disadv. Students.

Groups	Elementary					Middle					High				
	2010 N	*2010 % prof.*	SE	*2009 Gap*	*2010 Gap*	*2010 N*	*2010 % prof.*	SE	*2009 Gap*	*2010 Gap*	*2010 N*	*2010 % prof.*	SE	*2009 Gap*	*2010 Gap*
Non-Econ. Disadv.*	16759	82	0.3	-	-	17658	82.4	0.3	-	-	6880	83.8	0.4	-	-
Econ. Disadvantaged	15232	58	0.4	26.9	24.5	13114	53.2	0.4	29.1	29.2	3763	62.1	0.8	19.1	21.6

Key
* =   Group to which Economically Disadvantaged Students is being compared to determine gap
N =   Number of students who took the NECAP reading test in 2010
SE =   Standard error (see Appendix B)
▇ =   Statistically significant *gap* between the two groups in percent of students who scored proficient or above on the NECAP reading test

Taken together, these tables present a picture of disparity that is slowly changing. However, the argument can be made that while these gaps are shrinking, they are not shrinking fast enough to produce absolute confidence in the supports and interventions already in place. These tables represent a state-wide look at gaps in reading achievement and this aggregate view hides some areas of Rhode Island that are experiencing gaps much larger than the ones pictured here. Although these tables are informative and helpful for confirming the continued existence of performance gaps among various student subgroups in reading, they are not sufficient for the identification of LEAs and schools eligible to compete for SRCLP funds. Further analyses determined the LEAs that serve large numbers of English language learners and/or students with disabilities and their corresponding performance gaps with their English-speaking and non-disabled peers. Disaggregated by school level (elementary, middle, and high), this list provides a representation of LEA eligibility by school level. A list is provided in Appendix C.

Student achievement data serves as a main focus for Rhode Island's initiatives; however other tools are utilized to obtain information. RIDE has found through informal surveys with education leaders that assistive technology and material accessibility technology has not been utilized for providing interventions for students with learning and related disabilities to the greatest extent anticipated. The American Recovery and Reinvestment Act has provided RI schools with the opportunity to expand the use of instructional assistive technology. Several

LEAs report the increased availability of instructional technology and the positive affect it is having on interventions for students with learning and related disabilities.

Early Learning System in Rhode Island

The Rhode Island Department of Education (RIDE) recognizes that a high quality early childhood system is an important component of reaching its strategic goals for students. Studies show that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry. Children from low-income families are more likely to start school with limited language skills, health problems and social and emotional problems that interfere with learning. The larger this "preparation gap" at school entry, the harder it is to close. RIDE understands that if the goal is for all children to develop to their full potential and to succeed in school, life and careers, then wise investments in the early years must be made. To this end, RIDE's strategic plan incorporates specific early childhood strategies to improve the quality and accessibility of early learning programs available for children from age three to kindergarten, including: providing technical assistance on Regents-approved early childhood program standards; approving and monitoring early childhood programs; identifying and seeking additional resources to support Pre-K expansion; expanding the pool of qualified providers, coordinating and collaborating with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation in the areas of governance, operations, and outreach.

Additionally, the Commissioner serves as Co-Chair of the RI Early Learning Council, which is tasked with ensuring that all Rhode Island children from birth to school entry have access to high-quality early education experiences in a variety of settings. The Early Learning Council's strategic plan focuses on the following components of a comprehensive early childhood system:

- access to high-quality learning programs;

- effective supports and strategies to help programs achieve high-quality standards;

- adequately-funded, evidence-based system of professional development to prepare an effective and well-qualified workforce of early educators with appropriate levels of training, education, and credentials that build core knowledge and competencies;

- access to higher education and institutions which have the capacity to effectively support the development of early childhood educators and K-3 educators;

- comprehensive learning guidelines across all domains of child development (physical, cognitive, social-emotional, language and literacy, and approaches to learning) for children birth to age five aligned with learning expectations for K-3;

- alignment of program quality standards and monitoring practices applied across all programs and settings;

- coordinated birth to age 8 data infrastructure which collects essential information on the early learning system; and

- methods and systems to monitor children's learning and development across all domains of child development (physical, cognitive, approaches to learning, language and literacy, and social-emotional), from birth through third grade, including a kindergarten entry assessment.

While Rhode Island has identified a comprehensive set of goals to strengthen its early learning system overall, the existing system lacks the resources to ensure that all children are adequately prepared to succeed in school, including in the area of language and pre-literacy development. Specifically, with the exception of limited access to a small state-funded Pre-Kindergarten program and federally funded Head Start programs, access to high-quality early learning experiences is largely tied to family income. Professional development opportunities for the early childhood workforce outside of state and federally funded programs are also

limited. However, there are strengths upon which to build, including a universally available developmental screening initiative for children ages three through five which includes screening in language development, a comprehensive parent training program called RI Early Learning Standards Fun Family Activities which educates parents on how to support their child's development and learning at home, and early childhood initiatives supporting intentional teaching by focusing on collecting and using child assessment information for instructional planning and using classroom based observations to improve teaching practice.

These strengths will serve as a foundation upon which to build supports for improving the language and pre-literacy development of children birth through age five.

RI Strategic Goals

The SRCLP goals align with several formulated by the RIDE in its strategic plan and will enable Rhode Island to achieve the following ambitious student achievement and gap-closing goals:

- **Fifty-five percent (55%) of Rhode Island 4th and 8th graders will achieve proficiency on the NAEP in reading; comparable to the highest-performing states on the most recent NAEP assessment.** Rhode Island's most recent NAEP data indicate that our proficiency rates are between 28% and 39%. These numbers are clearly unsatisfactory, but they reflect meaningful progress improving student achievement in recent years. Rhode Island is one of only a handful of states that saw significant increases in three out of four of the assessments across these two grade levels between 2007 and 2009.

- **Ninety percent (90%) of Rhode Island students will be proficient the NECAP tests in reading.** As discussed above, we have seen steady and moderate gains across grade levels and subject areas since the NECAP assessments were first administered in 2004.

- **Reduce by half the achievement gaps by race (specifically, black/white and Hispanic/white) and socio-economic status on both NAEP and NECAP.** While Rhode Island students are diverse in their racial and economic backgrounds, our expectation and belief is that all students can and will achieve at high levels. The large achievement gaps shown in current data indicates that our education system is not living up to those expectations.

- **Eighty-five (85%) of Rhode Island students in the class of 2015 will graduate within four years of starting high school.** Currently, 74% of students who enroll in Rhode Island's high schools graduate. This average masks the wide range of graduation rates among our LEAs (from 48% to 96%). It also masks the graduation rates of the certain populations of students. Only 57% of students with IEPs and 66% of LEP students graduate from high school. We recognize that in order to increase the statewide average, we must make diligent efforts to ensure that every student enters high school prepared to succeed and, once there, benefits from strong supports, high-quality instruction and curriculum, and multiple pathways to graduate with proficiency.

To hold itself accountable, RIDE established annual performance measures to ensure progress is made towards reaching each goal. These goals are based on the *Strategic Education Plan* and the State Scope of Work that is part of RIDE's Race to the Top initiative. Of the thirty-three performance measures, 14 were met, 8 were nearly met, 9 were not. Two do not have data available at this time. Table 8 represents those performance measures that have implications for literacy.

Table 8. Statewide progress toward the attainment of *statewide performance measures* and goals for *literacy*.

Rhode Island's Annual Performance Measures	2009 Goal	2010 Goal	2010 *Actual*	Future Goals			
				2011	2012	2013	2014
Students entering the 4th grade will be proficient in *reading* on NECAP	67%	70%	**69%**	75%	81%	86%	90%
• *The gap between white and black students will be cut in half*	27	26	**24**	24	20	16	13.5
• *The gap between white and Hispanic students will be cut in half*	28	26	**25**	23	19	16	14
• *The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half*	29	27	**25**	24	20	17	14.5
• *The gap between students without IEPs and those with IEPs will be cut in half*	50	47	**50**	42	35	29	25
Students entering the 8th grade will be proficient in *reading* on NECAP	70%	73%	**74%**	77%	82%	87%	90%
• *The gap between white and black students will be cut in half*	28	26	**24**	23	19	16	14
• *The gap between white and Hispanic students will be cut in half*	31	29	**29**	26	22	18	15.5
• *The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half*	29	27	**26**	24	20	17	14.5
• *The gap between students without IEPs and those with IEPs will be cut in half*	50	47	**45**	42	35	29	25
Students entering the 11th grade will be proficient in *reading* on NECAP	74%	77%	**76%**	80%	83%	86%	90%
• *The gap between white and black students will be cut in half*	19	18	**26**	16	14	12	9.5
• *The gap between white and Hispanic students will be cut in half*	18	17	**24**	15	13	11	9
• *The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half*	19	18	**22**	16	14	12	8.5
• *The gap between students without IEPs and those with IEPs will be cut in half*	49	46	**48**	41	35	30	24.5
85% of students who first entered 9th grade 4 years prior will graduate from HS	75%	76%	**76%**	77%	80%	83%	85%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	71%	72%	*Not Avail.*	73%	75%	76%	77%
90% of students who enroll in an institution of higher education (IHE) will complete at least 1 year's worth of credit within two years of enrollment in the IHE	81%	82%	*Not Avail.*	83%	85%	88%	90%

Key

■ = 2010 *Performance Measure/Goal* was <u>not</u> met.
■ = 2010 *Performance Measure/Goal* was <u>nearly</u> met (within ±2 percentage points).
■ = 2010 *Performance Measure/Goal* was met and/or exceeded.

Project Outcomes

In accordance with federal absolute priority #1, school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students is central to Rhode Island's proposed project. Several of these literacy goals are articulated in RIDE's *Strategic Education Plan* (Table 8) and so establishing any additional performance measures would serve a cross-purpose. Proposed outcomes for participating students in Kindergarten through grade 12 are articulated in Table 9.

Table 9. RISRCLP Annual Performance Measures for Kindergarten through Grade 12

RISRCLP Annual Performance Measures	2009 Goal	2010 Goal	2010 *Actual*	*Future Goals*			
				2011	2012	2013	2014
Students entering the 4th grade will be proficient in _reading_ on NECAP	67%	70%	**69%**	75%	81%	86%	90%
• *The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half*	29	27	**25**	24	20	17	14.5
• *The gap between students without IEPs and those with IEPs will be cut in half*	50	47	**50**	42	35	29	25
Students entering the 8th grade will be proficient in _reading_ on NECAP	70%	73%	**74%**	77%	82%	87%	90%
• *The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half*	29	27	**26**	24	20	17	14.5
• *The gap between students without IEPs and those with IEPs will be cut in half*	50	47	**45**	42	35	29	25
Students entering the 11th grade will be proficient in _reading_ on NECAP	74%	77%	**76%**	80%	83%	86%	90%
• *The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half*	19	18	**22**	16	14	12	8.5
• *The gap between students without IEPs and those with IEPs will be cut in half*	49	46	**48**	41	35	30	24.5

Key

🟥 = 2010 *Performance Measure/Goal* was <u>not</u> met.

🟨 = 2010 *Performance Measure/Goal* was <u>nearly</u> met (within ±2 percentage points).

🟩 = 2010 *Performance Measure/Goal* was met and/or exceeded.

RIDE has established reading and gap reduction goals for grades 4, 8, and 11. GPRA requires target-setting for state assessments in English language arts. In order to comply with federal requirements, the project manager will work with the state Director of Instruction, Assessment and Curriculum to review and set targets for:

- the percentage of 5th grade students who meet or exceed proficiency on the NECAP (state) reading and writing assessments

- the percentage of 8th grade students who meet or exceed proficiency on the NECAP (state) writing assessment

- the percentage of 11th grade students who meet or exceed proficiency on the NECAP (state) writing assessment

- reduction of the reading performance gap between non-LEP and LEP students (Table 6)

Establishing outcomes for young children participating in this project is more difficult. Rhode Island has no mechanism in place to collect "student" data from the many programs and centers serving children birth through age 5. This project proposes to collect and analyze the percentage of participating 4-year-old children who achieve significant gains in oral language skills – the performance measure required by the USDOE. In order to determine gains, awarded programs will be required to administer a valid and reliable screening assessment to determine a baseline for participating students. At the end of each project year, student progress will be measured by a valid and reliable summative assessment. Teachers providing instructional support for children in classrooms will also use on-going authentic assessment practices to monitor children's progress and will use that information to shape their instruction and interventions. Additionally, Rhode Island's Early Learning Council, which is co-chaired by Education Commissioner, Deborah Gist, has identified the development of a kindergarten entry assessment as a priority strategy in its efforts to ensure all our children from birth to school entry have access to high-quality early education experiences. This entry assessment will allow the state to describe and monitor trends in young children's learning and development, including language and literacy development. A workgroup of the Early Learning Council, lead by RIDE staff, will begin work on the kindergarten entry assessment this summer.

A(iii) Technical Assistance

Rhode Island will provide technical assistance to LEAs and schools in the following areas:

- Completing the sub-grant application process with an understanding of the comprehensive and interconnected nature of the state priorities and funded activities

- Selecting professional development providers and implementing curriculum materials, assessments, and training models

- Describing the process and plans for monitoring implementation progress and making program refinements

The Project Manager will assume primary responsibility for providing technical assistance. Both advisories, the RISRCLP Advisory Team and RI State Literacy Team, are also expected to provide guidance and assistance to the project manager.

During the pre-application phase of the project, the project manager will present an informational session designed to explain the eligibility criteria and program requirements. A pre-application workshop will follow. This session will provide in-depth guidance for writing the sub-grant application and answering questions about (but not limited to) eligibility, state priorities, funded activities, and evaluation requirements. It will also provide applicants with a sample of how the school/LEA may allocate the funds from the grant. The example budget that will be used during the pre-application workshop is included as Appendix D.

After sub-grants have been awarded, technical assistance may take multiple forms: leadership team meetings, answering questions, fielding requests, and clarifying grant requirements and federal mandates via telephone or email and meeting. Sub-grantees' participation in RISRCLP quarterly leadership meetings will serve as a condition of the award. The project manager will survey sub-grantees to determine what technical assistance would be appropriate to meet their needs. The RISRCLP Advisory Team and RI State Literacy Team may assist with this planning and delivery.

A(iv) Evaluation

This application proposes to use an independent evaluator whose role in the project is limited solely to conducting the evaluation. RIDE will develop a competitive RFP for an outside evaluator. The selected vendor will evaluate RIDE's progress toward accomplishing the project's goals and ensuring the rigor and soundness of the Rhode Island's Striving Readers program by

providing an objective and critical review of the program's implementation. RIDE has allocated approximately 16% percent of its grant funding to the evaluation of the project, setting aside $65,000 at the SEA level. In order to maximize the funds invested in evaluation, RIDE will consult with the Regional Educational Laboratory of New England and the Islands (REL-NEI) for technical assistance in developing a framework for the evaluation. This will include developing a logic model, a set of evaluation questions, an approach for examining implementation and impact, and suggestions for data collection.

Beginning at the end of Year 1 and continuing until the end of the project funding period, sub-grantees will conduct fidelity observations of activities to document how the implemented activities adhere to those proposed, and how they meet the priorities set forward by RIDE and will submit them to the department. In order to evaluate professional development activities, teachers will complete surveys evaluating the quality and perceived impact of trainings on their practice at key points during the three years of implementation. These data, along with attendance data, will be analyzed to further assess the quality of sub-grantees' activities. Professional Learning Community (PLC) meetings will be tracked through notes taken by the facilitating instructor and mentor of issues raised by teachers that reflect successes and challenges in applying new learning to classrooms. Beyond evaluating activities of individual schools, RIDE will analyze the degree to which the individual schools' activities align with one another within and across LEAs and collectively further the project's goals. The evaluation team's feedback to RIDE will ensure that adjustments be made to schools' activities over the three years of the grant.

A quasi-experimental interrupted times series design will be used to evaluate student achievement data across grades 3-12 as another indicator of the efficacy of the Striving Readers program. Three waves of state assessment NECAP data before the introduction of the Striving

Readers program and three years of NECAP data during its implementation will be analyzed for indicators of the program's impact on students' reading achievement. A gap analysis of reading achievement between students in IEP or LEP programs and students who are not in these programs will also be completed.

As stipulated in the grant's specifications, sub-grantees will be required to submit data that identify:

- The percentage of participating 4-year old children who achieve significant gains in oral language skills

- The percentage of participating 5th grade students who meet or exceed proficiency on State English language arts assessments

- The percentage of participating 8th grade students who meet or exceed proficiency on State English language arts assessments

- The percentage of participating 11th grade students who meet or exceed proficiency on State English language arts assessments

These data will be analyzed and integrated into the project's reports across all years of the project.

A(v) Dissemination

In Rhode Island, dissemination begins when funds have been awarded. The Commissioner will publically announce the SRCLP grant award and notification, including the successful applications, and it will be posted on the RIDE website. Announcement of the sub-grant informational sessions will be distributed to multiple listservs that include the superintendents, curriculum directors, principals, ELL Directors and Special Education Directors. Educational programs serving children birth through age five will receive email notification from RIDE's Coordinator of Early Childhood Initiatives. Interested parties, whose

schools or programs meet the criteria for inclusion, will be encouraged to send a team to an informational session. The sub-grant application, guidance document, and posted questions and answers will also be housed on RIDE's website. After sub-grant awards have been made, the review process and results will also be posted on this site.

As schools and programs successfully implement components of their comprehensive plans, they will share lessons learned. To continue RIDE's commitment toward building state-wide infrastructure, the Project Manager will be responsible for disseminating grant-funded information and practices to non-awarded schools and organizations. SRCLP initiatives, such as assessments, instructional technology, and training will be replicated on a smaller scale. Currently, disaggregated state assessment data is disseminated in formats that are easily understood and accessible to the public. RIDE, on behalf of its LEAs and schools, and the Department of Health, on behalf of its early education programs, make data and reports useful to various stakeholders. This attention to detail in public reporting will continue with the reporting the evaluation of the RISRCLP results, including disaggregated data and success in achieving outcomes.

B(i) State Sub-grant Competition

Sub-grant funding will be awarded to advance the literacy skills of students from birth through grade 12, including pre-literacy skills, reading, and writing. In compliance with the Striving Readers Comprehensive Literacy Program, as authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act) and aligned with Rhode Island Department of Education (RIDE) priorities previously articulated in this application, all Rhode Island sub-grant awards will focus on improving the language and literacy development of disadvantaged students. Disadvantaged students include children (birth through age 5) and

students (Kindergarten through grade 12) at risk for educational failure: living in poverty; limited-English-proficient; new immigrants; migrants; far below grade level achievement in reading and/or writing; have disabilities; not on-track to becoming college- or career-ready by high school graduation; at risk for not graduating on time; homeless; living in foster care; parenting teenagers; or previously incarcerated.

In order to award the SRCL funds in a timely manner, RIDE will host one competition. Because of the age range of the children to be served and the potential for an LEA to receive funds across that range, a three-part sub-grant application will be developed:

- Part A must be completed in order to be considered for the 40% of sub-granted funds that must be used to serve students in secondary schools. The equitable distribution will result in 20% of the funds being awarded at the middle school level and the remaining 20% being awarded at the high school level.

- Part B must be completed in order to be considered for the 40% of sub-granted funds that must be used to serve students in kindergarten through grade 5.

- Part C must be completed in order to be considered for the 15% of sub-granted funds that must be used to serve children from birth through age 5.

Using this process of a multi-part application will reduce the burden on LEAs should they choose to apply for SRCL funds across the age range. All applications will include a program abstract and school (program)-based budgets for an award period of three years.

The applicant, on behalf of its schools and/or programs, must articulate its comprehensive plan and 3-year timeline for implementation of the RICLP components. While individual sub-grant applications will be guided by individual school and program needs, it is the expectation of RIDE that sub-grantees' proposals reflect the many of the SRCL project priorities. The following section lists the priorities and provides **example** activities that would support each of them.

K-12

Priority A: Provide effective, ongoing professional development in literacy instruction for: teachers of reading, special education and English language learners; core content subject teachers; instructional leaders; and teaching assistants

K-5 Cohort. Professional development designed to build knowledge and skills in reading and writing, emphasizing comprehension of informational text. Topics to include: Strategies to help students understand what they read so they become independent, resourceful readers and writers; working with text structure; using discussion to improve reading comprehension; selecting texts aligned to effective teaching strategies and reading comprehension; designing instruction that engages and motivates students to construct meaning from text; and engages and motivates students to produce clear, coherent arguments and informative/explanatory pieces of writing.

> Years 1: Expert in elementary content area literacy will provide a sufficient number of days (approx. 30) of training/consultation which may include a summer institute and a combination of in-class modeling and afterschool sessions.

> Year 2: Continuation of training/modeling across the school year with consultant and establishment or refinement of Professional Learning Communities.

> Year 3: Continuation of training/modeling across the school year to refine observation skills using feedback model with consultant and continuation of Professional Learning Communities.

Grades 6-12 Cohort.

> Year 1: Concentrated professional development for six content area teacher leaders (mathematics, science, social studies, English language arts, reading/literacy specialist, and school administrator) designed to build capacity for improved school-wide instructional practices. Content area experts work with teachers to improve knowledge

and skills in the instruction of content area reading and writing. Topics to include: providing explicit vocabulary instruction; integrating research-based literacy strategies into their content lessons; increasing student motivation and engagement in literacy learning; becoming reflective practitioners by evaluating the effectiveness of their literacy-focused instruction and considering alternative approaches when necessary; identifying students' specific literacy needs and gauge their progress using local reading assessment data; coaching peers in the use of literacy strategies. Content leaders receive a combination of 83 hours of face-to-face and online collaborative learning sessions throughout the year.

Year 2: Development of leadership role of Content Area Teacher Leader Team; yearlong on-going professional development sessions with experts in the various content areas for department teams (2-3 peers from departments along with content area teacher leader); development of Professional Learning Communities for entire faculty. One hundred-twenty (120) hours of combination of face-to-face and online sessions with experts for department teams (16 teachers) ; 26 hours consisting of 6 hours of webinars with experts along with 20 hours of time devoted to create knowledge together as they experiment with and reflect on new instructional strategies (84 teachers).

Year 3: Continuation of Professional Learning Communities through 50 hours of time devoted to refinement of knowledge in integrating research-based literacy strategies into their content lessons.

K-12 Cohorts.

Years 2 & 3: Curriculum development/refinement work to support the implementation of the Common Core State Standards with emphasis on: Reading Standards for Informational Text K-12, Writing Standards K-12, Reading Standards for Literacy in

History/Social Studies 6–12, Reading Standards for Literacy in Science and Technical Subjects 6–12, Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12. Small teams of teachers/administrators at various grade/age spans will be given 19-25 days of concentrated time during the summer months for this work.

Priority B: Provide professional development and assistive instructional technology to support students' literacy learning, including vocabulary, comprehension, and writing

Grades K-12 Cohort.

Year 1: Professional development that builds knowledge and skills in using instructional technology to support students' content area learning. Purchase of assistive instructional technology software, such as Solo6, that provides students with embedded learning supports to navigate through content area reading and writing. Purchase of portable school laptop set-ups or other appropriate technologies for use in any classroom to support schools in need of updated equipment.

Priority C: Provide professional development and materials to implement missing components of the state's comprehensive assessment system

Grades K-12 Cohort.

Year 1: Professional development for ELL teachers on how to administer academic English language proficiency assessments and use the data for ongoing progress monitoring of ELL students in the four language domains of listening, speaking, writing, and reading. Professional development in evaluating social and instructional English as well as academic language corresponding to the content areas of language arts, mathematics, science, and social studies. Purchase of WIDA MODEL kits for use in progress monitoring to support ongoing differentiation of instruction.

Priority D: Support all learners by "determining appropriate support and interventions to supplement and intensify the core curriculum to meet the needs of all learners,"[6] including students of limited English proficiency and students with disabilities

Grades K-12 Cohort.

> Year 1: Professional development for all classroom and content area teachers in integrating the WIDA English Language Proficiency (ELP) Standards and content standards into classroom instruction and assessment; applying a research-based, comprehensive approach to scaffolding academic content and building language proficiency that benefits English language learners and all learners; **using data** from academic English language proficiency (ELP) standards assessments to inform and differentiate instruction. Additionally or in place of the professional development listed above, Special Education teachers may receive training in the use of formative evaluation data, utilizing the RTI methods to measure the effectiveness of literacy interventions and expand the use of assistive instructional technology. To support implementation into classroom instruction, teachers will receive 4-5 full days of professional development supported by 18-22 hours of smaller content area or grade level discussion/planning sessions.

> Years 2 & 3: Refinement of learning from previous year with 2-3 focused all-day sessions with consultant in Year 2 and one additional day in Year 3; development/refinement of extended day and/or year programs to support the accelerated literacy achievement of students of limited English proficiency and students with disabilities along with other disadvantaged students.

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[6] RI Criteria and Guidance for the Identification of Specific Learning Disabilities, p. 9

Early Learning Programs (birth through entering kindergarten)

Priority E: Support the early identification of English Language Learners by developing best practice guidelines for screening and support of children ages birth through 3, in target communities and by implementing best practice guidelines developed by RIDE for screening and support of children, ages 3 through 5, in target communities by training Child Outreach professionals

Birth – Age 3 Cohort.

> Year 1: Work with stakeholders to develop best practice guidelines for screening and support of children birth-age 3 in a pilot group of medical homes in the target communities.

> Years 2 & 3: Support incorporation of best practice guidelines for screening and support of children birth-age 3 in most medical homes in the target communities and train staff to implement, as necessary.

Age 3-5 Cohort.

> Years 1 - 3: Provide training to Child Outreach professionals to implement best practice guidelines developed by RIDE for screening and support of English language learners in target communities. Grant will support training for approximately 25 professionals each year. Remaining funds in Year 3 may be used for additional monitoring of implementation and retraining as needed.

Priority F: Develop and implement a continuum of supports and interventions to meet the language and literacy needs of all learners; especially students of limited English proficiency and students with disabilities.

Age 3-5 Cohort.

Years 1- 3: Develop and implement a continuum of language-based supports and interventions for children who do not have access to enrollment in English speaking early childhood programs, including language-based groups and/or enrollment in half-day high quality early childhood program for children with limited English proficiency and students with disabilities.

Priority G: Develop and implement a parent training series, specifically focused on supporting children's language and pre-literacy development, modeled on the *RI Early Learning Standards Fun Family Activities Training Program* for parents of children birth through age three. Implement the *RI Early Learning Standards Fun Family Activities Training Program* for parents of children ages three through five.

Birth – Age 3 Cohort.

Year 1: Develop and implement a parent training series, specifically focused on supporting the language and pre-literacy development of children modeled on the *RI Early Learning Standards Fun Family Activities Training Program*

Years 2 & 3: Continuation of implementation of parent training series specifically focused on supporting the language and pre-literacy development of children modeled on the *RI Early Learning Standards Fun Family Activities Training Program.*

Age 3-5 Cohort.

Year 1: Implement a parent training series, *RI Early Learning Standards Fun Family Activities Training Program* which includes a focus on supporting children's language and pre-literacy development.

Years 2 & 3: Continuation of implementation of *RI Early Learning Standards Fun Family Activities Training Program* with focus on supporting children's language and pre-literacy development.

Priority H: Provide effective, ongoing training in language and pre-literacy development for instructional providers (teachers, teaching assistants, caregivers, etc.) of children from birth through age five.

Birth – Age 3 Cohort.

Year 1: Develop and implement professional development for instructional providers of English language learners focused on dual language development, classroom environments and teaching strategies which support language and pre-literacy development.

Years 2 & 3: Continuation of implementation of professional development for instructional providers of English language learners focused on dual language development and classroom environments and teaching strategies which support language and pre-literacy development.

Age 3-5 Cohort.

Year 1: Develop and implement professional development for instructional providers of English language learners. Topics to include: language development and English Language Proficiency Standards (ELPS), classroom environments and teaching strategies which support language and literacy development, use of data from standardized observation tools of instructional practice, use of authentic assessment data aligned with ELPS and RI Early Learning Standards (RIELS) combined with diagnostic assessment to inform curriculum planning, and strategies for providing children with meaningful exposure to English when the primary caregiver is not bilingual.

Year 2 & 3: Continuation of implementation of professional development for instructional providers of English language learners.

For K-12: Each applicant must also provide a matrix that demonstrates how the LEA will align the use of state and federal funds and programs under Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and, as appropriate, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged students.

Further, the applicant must articulate how other programs will be used to support effective instruction and will be integrated within an overall plan to prevent reading difficulties or support the interventions, including those for students of limited English proficiency and students with disabilities.

For Early Childhood Providers: The applicant must provide an explanation as to how it will align the use of any state and federal funds and programs such as those received under the Head Start Act, Title 1, and/or the Individuals with Disabilities Education Act, to support to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged students. If appropriate, the applicant should describe how the other programs will be used to support effective instruction and will be integrated within the overall plan to prevent language and pre-literacy difficulties or support interventions, including those for students of limited English proficiency and students with disabilities.

Bonus Points: Because RIDE believes that the greatest impact could be made by a systemic approach, additional points will be awarded to proposals that articulate a coherent SRCL program that serves students birth through grade 12. This systemic approach may be accomplished through partnerships and must include a coherent strategy to support

disadvantaged students as they transition from early childhood programs to elementary school, from elementary school to middle school, and from middle school to high school.

B(ii) Priority

The RIDE will run a rigorous, high-quality competition for Striving Readers Comprehensive Literacy funds. Eligible applicants will include:

- LEAs, including public charter schools and state operated schools, applying on behalf of its elementary and/or secondary (middle and high) schools that exhibit large numbers of disadvantaged students, including limited English proficient students and those with disabilities who are struggling with developing the necessary literacy skills needed to read, comprehend, and use language effectively. State assessment results for these schools indicate persistent gaps in student achievement in the areas of reading and writing.

- LEAs, including public charter schools or non-profit providers of early childhood education, who offer literacy programs for children from birth through age 5, who serve the greatest number or percentage of disadvantaged students from the applicant pool. These providers may partner with a public or private non-profit organization, including institutes of higher education, with a demonstrated record of effectiveness in improving early literacy development (birth – age 5) and/or providing professional development in early literacy.

B(iii) Providing Evidence

K-12

LEAs, including public charter schools and state operated schools, applying for sub-grants will select schools to participate based on criteria that fully align with the requirements the Striving Readers Comprehensive Literacy Program, as authorized as part of the FY 2010

Consolidated Appropriations Act (Pub. L. No. 111-117), and with the priorities established by the Rhode Island Department of Education.

Before applying for SRCL funds, applicants must conduct a comprehensive needs assessment to determine progress toward full implementation of the Rhode Island Comprehensive Literacy Plan (most current draft or Board of Regents approved). Sub-grant applications will discuss the analysis of its findings including, but not limited to:

- The district's current alignment to the Rhode Island Comprehensive Literacy Plan (RICLP). This section must include a description of the literacy program currently being used across grade levels. This discussion should include components of reading, writing, speaking and listening instruction using both literature and informational texts; assessments used to determine student progress and program evaluation; supports for all literacy learners; and curricula and materials alignment with the Common Core State Standards, as adopted by the Board of Regents in July 2010.

- The criteria used for selecting schools for participation. State assessment results for reading and writing, including gaps identified by disaggregation, must be included. Priority examples include:

  - Number of LEP students in school (significant n size)

  - Number of students with an IEP in school (significant n size)

  - Percentage of gap in students reaching proficiency between LEP and non-LEP students

  - Percentage of gap in students reaching proficiency between IEP and non-IEP students

  - Percentage of students in poverty

  - High school graduation rate, as appropriate

- Other criteria, such as local assessment results, other financing (state, federal, or foundation), or current initiatives that could impact the successful implementation of the Striving Reading Comprehensive Literacy Program, should be included in the discussion.

- The applicant's capacity to support and monitor implementation.

- Partners, including agencies, non-profit organizations, institutes of higher education, and families and their role in the implementation of this program.

Early Learning Programs (birth through entering kindergarten)

LEAs, including public charter schools and non-profit providers applying for sub-grants will select schools and/or programs to participate based on criteria that are fully aligned with the requirements the Striving Readers Comprehensive Literacy Program, as authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117), and with the priorities established by the Rhode Island Department of Education.

Before applying for SRCL funds, applicants must conduct a comprehensive needs assessment to determine progress toward full implementation of the Rhode Island Comprehensive Literacy Plan (most current draft or Board of Regents approved). Sub-grant applications will discuss the analysis of its findings including, but not limited to:

- Student demographics, including the number (or percentage) of disadvantaged students – children at risk for educational failure due to living in poverty, have limited English proficiency, and/or have disabilities ages birth through five.

- Local assessment system results for language and literacy screening and progress monitoring.

- The availability of and children's access to a continuum of interventions designed to address children's language and literacy development and learning; including access to high quality early childhood education programs which provide comprehensive pre-

literacy and language instruction; accurate, timely, relevant, and appropriate data/assessments used to monitor the continuous improvement of the children's literacy and language development and program evaluation; supports for all literacy learners; and curricula and materials alignment with the RI Early Learning Standards and other appropriate educational standards.

- The current alignment to the Rhode Island Comprehensive Literacy Plan (RICLP).

- Other criteria, such as other financing (State, Federal, or Foundation), or current initiatives that could impact the implementation of the Striving Reading Comprehensive Literacy Program.

- The applicant's capacity to support and monitor implementation.

- Partners, including agencies, non-profit organizations, institutes of higher education, and families, and their role in the implementation of this program.

B(iv) Review Process and Qualifications of the Reviewers

The SRCLP sub-grant review will be modeled after the process Rhode Island used to award Reading First funds. Three-member peer review teams will use a scoring rubric to review and judge sub-grant applications. The rubric, developed from the application guidelines, will specify that each of the application parts (A, B, and/or C) must receive a score in the *Meets Standard* or *Exemplary Plan* range in order to be funded.

Members of each review team will be selected from a carefully chosen group of experts who have a working knowledge of Rhode Island's Comprehensive Literacy Plan (most current draft or Board of Regents approved). Further, these panelists will possess:

- Deep knowledge of the priorities established by the RIDE

- Deep content knowledge of pre-literacy and/or literacy development, including across contents

- Understanding of the change process and large-scale program implementation

- Expertise in judging evidence, including data analysis

- Extensive familiarity with Rhode Island's standards (CCSS or RIELS/NAEYC) and the process for aligning curricula and instructional materials

Review panel members will sign statements of confidentiality and attest that their participation in the process does not conflict with personal or professional interests.

An orientation and training session for peer reviewers will include an overview of the RI SRCLP application, the guidance provided to the potential applicants, and the scoring rubric – documents that will be available to eligible applicants as part of the pre-application technical assistance. During the training, sample responses will be read and scored in order to assure inter-rater reliability.

During the review process, the internal RISRCLP advisory team will be available for recommendations on disagreements in application ratings and outliers. These advisors will provide objective opinions where needed to determine if a plan meets the requirements of the Striving Readers Comprehensive Literacy Program as intended by law. Results of the application review process (including scores and comments) will be given to the RISRCLP Project Manager, who will, in turn, prioritize the findings and report them to the Director of Instruction, Assessment, and Curriculum and to the Division Chief for Educator Excellence and Instructional Effectiveness, who will make funding recommendations to the Commissioner. Final approval will be made by Deborah A. Gist, Commissioner. The announcement of sub-grant awards will be made by the Commissioner's office.
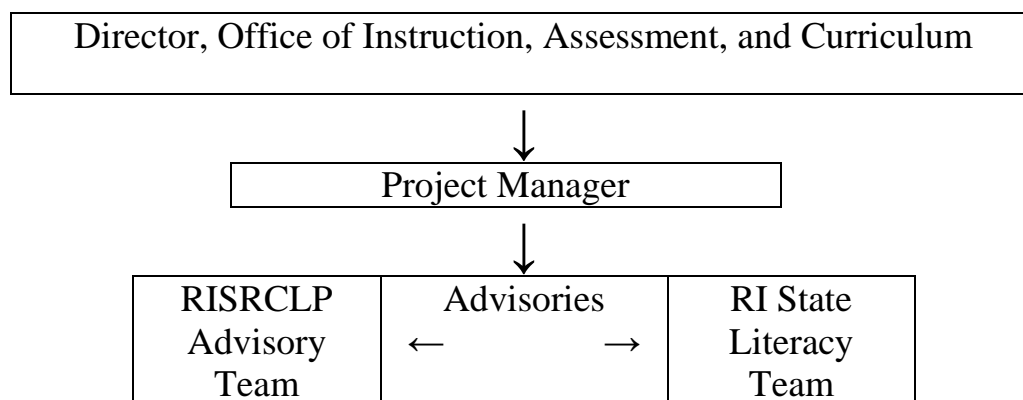
RIDE will make the sub-grant review process public during pre-application technical assistance by posting the application, guidance document, and scoring rubric on its website. After scoring is complete, the RISRCLP Project Manager will provide scores and feedback to

each applicant. Once sub-grants are awarded, all results will be publically available on the RIDE website. Based on past practice, the names of the reviewers will not be made public.

(C)(i) Project Management

The Rhode Island Department of Education (RIDE) is committed to providing strong leadership and support for the SRCL Program to ensure that ALL students, birth through grade 12, meet the standards regarding pre-literacy and literacy proficiency and that this program is a success. The Office of Instruction, Assessment, and Curriculum, under the direction of Phyllis Lynch will oversee Rhode Island's Striving Readers Comprehensive Literacy Program using a multi-tiered approach that will provide direct management and supervision:

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│   Director, Office of Instruction, Assessment, and Curriculum     │
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            │          Project Manager             │
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   │  RISRCLP     │     Advisories       │  RI State    │
   │  Advisory    │   ←         →        │  Literacy    │
   │  Team        │                      │  Team        │
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Project Management Timeline

Table 10: Year 1 Project Management

Activity	Month/Year
USDE Grant Award: Year 1	9/2011
Information Session for Eligible Applicants	10/2011
Sub-grant Pre-Application Technical Assistance Workshop	11/2011
Sub-grant Applications Due	12/2011
Sub-grant Review	12/2011 – 1/2012
Sub-grants Awarded	1/2012
Quarterly Awardees' Leadership Meetings hosted by RIDE	1/2012- 12/2012
Quarterly Advisory Meetings (Project Manager, RISRCLP Advisory Team, and State Literacy Team)	1/2012- 12/2012
Data Collection and Analysis (2012 State Assessments)	1/2013*
Annual (Year 1) Performance Report Submission (performance report and financial expenditure information)	As required under 34 CFR 75.118

*Rhode Island state assessments = fall administration

Table 11: Years 2 & 3 Project Management

Activity	Month/Year
USDE Grant Award: Year 2 Year 3	10/2012 10/2013
Year 2 Continuation Plans and Budgets Submission (revised and amended based on Year 1 spending, student data, and program evaluation) Year 3 Continuation Plans and Budgets Submission(revised and amended based on Year 2 spending, student data, and program evaluation)	12/2012 12/2013
Year 2 Continuation Awards Year 3 Continuation Awards	1/2013 1/2014
Quarterly Awardees' Leadership Meetings hosted by RIDE	Jan- Dec each year
Quarterly Advisory Meetings (Project Manager, RISRCLP Advisory Team, and State Literacy Team)	Jan- Dec each year
Data Collection and Analysis (2013 State Assessments)	1/2014*
Annual (Year 2, Year 3, and Final) Performance Report Submission (performance report and financial expenditure information)	As required under 34 CFR 75.118

*Rhode Island state assessments = fall administration

C(ii) Key Personnel

A Project Manager will coordinate the RISRCLP implementation and oversee the entire

initiative. Specifically, the project manager will:

- Develop the sub-grant application and guidance document, as outlined within this

  application

- Plan and present informational sessions and pre-application workshops for eligible

  applicants

- Organize and facilitate the sub-grant review process, including a realistic timeline

- Collaborate with the Finance Office to distribute awards and monitor spending

- Plan and host sub-grantee leadership meetings to provide coordination and networking

  between and among programs serving student age- and grade-levels

- Plan and facilitate quarterly RI State Literacy Team advisory meetings

- Collaborate and consult with the internal RISRCLP Advisory Team

- Monitor implementation progress, including annual continuation applications and budgets

- Supervise student data collection and analysis

- Compile and submit annual progress reports, as required by the GPRA

- Publicize annual results

- Update RIDE directors and other appropriate stakeholders

- Represent RIDE at regional and/or national SRCLP meetings

- Serve as the RIDE contact for the RI Striving Readers Comprehensive Literacy Program, including the liaison to the state's public and private institutes of higher learning

The project manager will also serve as an integral member of the Rhode Island Statewide Literacy Team and the RISRCLP Advisory Team and be expected to provide program updates and problem-solve issues hindering implementation. The project manager position is represented as 1.0 FTE in the budget section.

It is essential that an experienced project manager with a deep knowledge of literacy content and instruction fill this position. An understanding of RIDE's strategic vision is also critical. Because of this unique list of characteristics, the position will be assigned from within the Department. Upon federal award, Diane Girard, Education Specialist for Literacy, will assume the duties of project manager. Working at RIDE for seven years, Girard served as the Rhode Island Reading First Coordinator for two years; giving her experience in managing federal grant responsibilities. Please see Appendix E for a detailed vita.

Michele Palermo, is RIDE's expert in the area of early childhood education and will serve as a consultant to the project manager and liaison to RI's Early Learning Council. She will help facilitate the sub-grant competition, including application review for proposed pre-literacy

programs for children birth through age 5 and provide content expertise for quarterly sub-grantee leadership team meetings. Please see Appendix F for a detailed résumé.

C(iii) RISRCLP Advisories

The RI Striving Readers Comprehensive Literacy Program will rely on both internal and external counsel. The RISRCLP Advisory Team and the RI State Literacy Team will share oversight responsibility for achieving the program's objectives on time and within budget. Shared responsibilities include:

- Coordinate efforts to improve literacy instruction across Rhode Island

- Advise on the development of the state's application

- Assist with the oversight and evaluation of the RISRCLP activities and spending

- Facilitate building statewide commitment and capacity for RISRCLP implementation

Communication is essential for building statewide infrastructure. The project manager will be the conduit and responsible for the flow of information.

RISRCLP Advisory Team

The SRCLP Advisory Team is a group of RIDE directors and education specialists who represent the broad backgrounds and range of experiences of Rhode Island students and schools. Knowledgeable about RIDE's strategic vision and providing oversight for several current initiatives, this team provided advice and input, including identifying RIDE's priorities, for completing this application. Upon grant award, the RISRCLP Advisory Team will continue to meet with the project manager to monitor implementation progress and problem solve issues. For example, if sub-grantees request specific expertise, such as knowledge of second language acquisition, the project manager will consult with the appropriate member(s) of the advisory team in order to recommend action.

Table 12: Rhode Island Striving Readers Comprehensive Literacy Program Advisory Team

Name	Office/Division	Title/Major Responsibility
Lisa Foehr	Educator Quality & Certification	Director
Diane Girard	Instruction, Assessment & Curriculum	Literacy Specialist
Colleen Hedden	Student, Community & Academic Supports	Title 1 Coordinator
Emily Klein	Student, Community & Academic Supports	Education Specialist, IDEA/Title III
Sharon Lee	Multiple Pathways	Director
Phyllis Lynch	Instruction, Assessment & Curriculum	Director
Robert Measel	Instruction, Assessment & Curriculum	ELL Specialist
Colleen O'Brien	Instruction, Assessment & Curriculum	Literacy Specialist
Michele Palermo	Instruction, Assessment & Curriculum	Coordinator, Early Childhood Initiatives
David Sienko	Student, Community & Academic Supports	Director
Mary Ann Snider	Educator Excellence and Instructional Effectiveness	Chief*
Becky Wright	Student, Community & Academic Supports	Education Specialist, Alternate Assessment

* Chief of Educator Excellence and Instructional Effectiveness oversees the Office of Instruction, Assessment & Curriculum and the Office of Educator Quality & Certification

Rhode Island State Literacy Team (RISLT)

Rhode Island has a strong record of convening committees of state literacy experts to guide RIDE's work. In 1999 the Rhode Island Reading Panel was convened in conjunction with the federal Reading Excellence initiative and developed *The Rhode Island Kindergarten – Grade 3 Reading Policy*. By 2002 this advisory group was reconvened as the Rhode Island Reading Leadership Team to guide and build statewide infrastructure for reading instruction, as mandated by Reading First. This group was also responsible for expanding the K-3 reading policy into the *Rhode Island PreK- 12 Literacy Policy*, adopted by the Board of Regents in 2005.

In accordance with the SRCL formula funding, the Rhode Island's State Literacy Team was convened for a two-fold purpose - to develop the Rhode Island Comprehensive Literacy Plan and to guide and monitor Rhode Island's SRCL initiative. A diverse group of stakeholders, this advisory group represents the state's literacy expertise:

- Professionals with knowledge of and experience in literacy development and instruction at all age/grade levels (birth – grade 12)

- Specialists with experience implementing literacy programs at the school, district, and state levels

- Experts in the response-to-intervention (RtI) process

- Authorities in professional development, teacher preparation, and state licensure/ accreditation in literacy development and instruction

Appendix G provides a list of RISLT members and their area(s) of expertise.

As an advisory body, RISLT will meet quarterly with the project manager and members of the RISRCLP Advisory Team to review and analyze data to determine implementation progress and/or program effectiveness. Their analyses will include the quantity and quality of district, school and/or program professional development funded by SRCLP funds. Data sources may include attendance forms, participant evaluations, and/or follow-up interviews.

D(i) Adequacy of Resources

The enclosed budget reflects the state's priorities by mandating specific activities to support full implementation of the Rhode Island Comprehensive Literacy Plan. Careful consideration was given to the following:

- The time and costs required to provide high-quality, sustained professional development that meets the standard articulated in the DEFINITIONS section of this application. Applicants will need to contemplate and articulate the scope of the proposed training

across state priorities, the credentials and expertise of proposed trainers/contractors, and plan adequate supports to facilitate the integration of new learning into instructional practice.

- The assimilation of instructional technology to support struggling learners was thoughtfully mapped out to include not only the software product but to support applicants whose schools or programs are in need of updated equipment. Training was also planned as an integral tool for successful implementation.

- The time and resources needed to implement the state's comprehensive assessment system includes obtaining and analyzing accurate data about student achievement and developing and implementing differentiated instruction and interventions to accelerate literacy achievement. This budget contains proposed expenditures for assessment tools, interventions to address identified needs, and training to support implementation.

- Because leadership undergirds all educational change, sub-grantees will be required to participate in state and national meetings to learn from and network with each other and national experts. At the school level, oversight and coordination are essential thus applicant schools will be allowed to hire a grant coordinator.

Rhode Island will use the allowable 5% of the awarded funds to administer SRCLP grant. As previously articulated the project manager will administer the funds and oversee implementation progress. A portion of the set-aside funds will also be used to support data analysis and evaluation reporting. Building infrastructure is embedded in all that RIDE does – every new initiative includes disseminating grant-funded information and practices to non-awarded schools and organizations. SRCLP initiatives, such as assessments, instructional technology, and training, will be replicated on a smaller scale.

D(ii & iv) Allocation of Subgrant Funds and Sufficiency

As articulated in the estimates listed on page 6 of the federal application, Rhode Island is requesting the allowable maximum of $8 million. Sub-grant awards will be of sufficient size to support projects that improve literacy instruction for a significant number of disadvantaged students. In order to adhere to this expectation and not "water down" support across the LEA, RIDE will require applicants to submit a budget for each of its applicant schools (or programs).

Rhode Island expects that federal SRCL funds will be awarded to support:

- Approximately nine elementary schools (K-5) with an award of up to $355,000.00 per school per year (for a maximum of $3,200,000.00).

- Approximately four middle schools with an award of up to $400,000.00 per school per year (for a maximum of $1,600,000.00).

- Approximately three high schools with an award of up to $535,000.00 per school per year (for a maximum of $1,600,000.00).

- It is not possible to approximate how many awards will be made as many small programs may form partnerships. However, RIDE will require applicants to submit budgets for each of its applicant programs to ensure that funds are not "watered down" across the partnership (for a maximum of $1,200,000.00).

Appendix D provides a more detailed look at the expenses for each level (high school, middle school, elementary school, early childhood providers).

At the K-12 level more than eight hundred teachers, administrators, and support staff will participate in RISRCLP activities. This number represents a minimum of sixteen schools, dependent upon the number and size of successful sub-grant applicant schools. Estimating the number of participants at the early education (birth – age 5) level is more difficult. A local-control state with no universal pre-K, Rhode Island has many private and independent programs

and centers. Proposed activities for this level include initiatives that will impact the state's entire preschool and childcare population - teachers, parents and children.

D(iii) Other Funding

For K-12 subgrants: The applicant must also provide a matrix that demonstrates how the LEA will coordinate the use of state and federal funds and programs under Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and, as appropriate, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged students.

Further, the applicant must articulate how other programs will be used to support effective instruction and will be integrated within an overall plan to prevent reading difficulties or support the interventions, including those for students of limited English proficiency and students with disabilities. This articulation must include the sustainability of the project impact as it relates to raising student literacy achievement after the SRCL funding has ended.

For Early Childhood Providers: The applicant must provide an explanation as to how it will align the use of any state and federal funds and programs such as those received under the Head Start Act, Title 1, and/or the Individuals with Disabilities Education Act, to support to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged students. If appropriate, the applicant should describe how the other programs will be used to support effective instruction and will be integrated within the overall plan to prevent language and pre-literacy difficulties or support interventions, including those for students of limited English proficiency and students with disabilities.